

BATTERY PARK ELEMENTARY

1467 Battery Park Road
Nesmith,, South Carolina 29580

GRADES K-6 Elementary School

ENROLLMENT 194 Students

PRINCIPAL Rhonda L. Robinson 843-558-5233

SUPERINTENDENT Kenneth Gardner, Ed.D. 843-355-5571

BOARD CHAIR Lucille Scott 843-382-8303

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	5	25	37	3

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 6 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

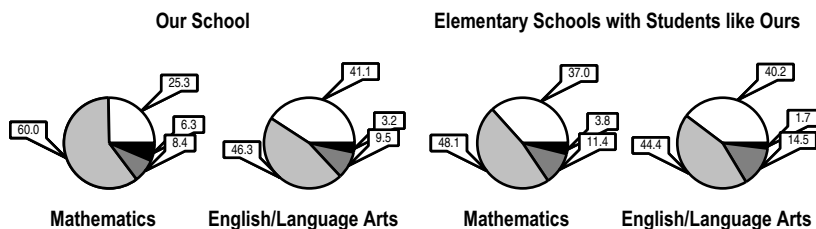
FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	N/A	N/A	N/A
2002	N/A	N/A	N/A
2003	Average	Below Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	14	28	23
Percent satisfied with learning environment	70.0%	67.9%	77.3%
Percent satisfied with social and physical environment	85.7%	63.0%	76.2%
Percent satisfied with home-school relations	57.1%	77.8%	45.5%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	111	98.2	41.1	46.3	9.5	3.2	12.6	17.6
Gender								
Male	48	97.9	58.5	39.0	2.4	N/A	2.4	17.6
Female	63	98.4	26.4	52.8	15.1	5.7	20.8	17.6
Racial/Ethnic Group								
White	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
African-American	111	98.2	41.1	46.3	9.5	3.2	12.6	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	86	100.0	38.2	48.3	10.1	3.4	13.5	17.6
Disabled	25	92.0	N/A	N/A	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	111	98.2	41.1	46.3	9.5	3.2	12.6	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	111	98.2	41.1	46.3	9.5	3.2	12.6	17.6
Socio-Economic Status								
Subsidized meals	107	98.1	40.7	47.3	8.8	3.3	12.1	17.6
Full-pay meals	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6

Mathematics								
All students	111	98.2	25.3	60.0	8.4	6.3	14.7	15.5
Gender								
Male	48	97.9	39.0	51.2	7.3	2.4	9.8	15.5
Female	63	98.4	13.2	67.9	9.4	9.4	18.9	15.5
Racial/Ethnic Group								
White	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
African-American	111	98.2	25.3	60.0	8.4	6.3	14.7	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	86	100.0	22.5	61.8	9.0	6.7	15.7	15.5
Disabled	25	92.0	N/A	N/A	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	111	98.2	25.3	60.0	8.4	6.3	14.7	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	111	98.2	25.3	60.0	8.4	6.3	14.7	15.5
Socio-Economic Status								
Subsidized meals	107	98.1	26.4	59.3	7.7	6.6	14.3	15.5
Full-pay meals	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	18	N/A	31.3	43.8	25.0	N/A	25.0
	Grade 4	32	N/A	23.3	76.7	N/A	N/A	N/A
	Grade 5	21	N/A	19.0	57.1	23.8	N/A	23.8
	Grade 6	29	N/A	41.4	41.4	17.2	N/A	17.2
	Grade 7	37	N/A	25.0	69.4	5.6	N/A	5.6
	Grade 8	30	N/A	46.4	53.6	N/A	N/A	N/A
2003	Grade 3	26	100.0	28.6	61.9	N/A	9.5	9.5
	Grade 4	20	95.0	35.3	52.9	11.8	N/A	11.8
	Grade 5	35	100.0	46.7	50.0	3.3	N/A	3.3
	Grade 6	30	96.7	48.1	25.9	22.2	3.7	25.9
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	18	N/A	37.5	56.3	6.3	N/A	6.3
	Grade 4	32	N/A	36.7	60.0	3.3	N/A	3.3
	Grade 5	21	N/A	14.3	61.9	14.3	9.5	23.8
	Grade 6	29	N/A	34.5	55.2	10.3	N/A	10.3
	Grade 7	37	N/A	38.9	44.4	13.9	2.8	16.7
	Grade 8	30	N/A	39.3	57.1	3.6	N/A	3.6
2003	Grade 3	26	100.0	33.3	61.9	N/A	4.8	4.8
	Grade 4	20	95.0	5.9	82.4	5.9	5.9	11.8
	Grade 5	35	100.0	33.3	56.7	6.7	3.3	10.0
	Grade 6	30	96.7	22.2	48.1	18.5	11.1	29.6
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 194)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	12.4%	Up from 9.3%	2.5%	2.4%
Attendance rate	95.0%	Down from 96.0%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	0.0%	Down from 2.3%	4.5%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	0.0%	Down from 16.4%	8.3%	8.0%
Older than usual for grade	9.8%	Up from 4.8%	3.2%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 15)				
Teachers with advanced degrees	46.7%	Down from 47.1%	46.7%	50.0%
Continuing contract teachers	60.0%	Down from 70.6%	76.5%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	73.2%	Down from 79.1%	79.3%	86.2%
Teacher attendance rate	95.6%	Up from 88.7%	95.3%	95.3%
Average teacher salary	\$37,595	Down 1.6%	\$37,930	\$39,909
Prof. development days/teacher	9.8 days	Down from 16.4 days	13.3 days	11.4 days

School				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio	19.0 to 1	Down from 19.1 to 1	16.7 to 1	18.9 to 1
Prime instructional time	88.4%	Up from 79.2%	88.9%	89.7%
Dollars spent per pupil*	\$7,679	Up 20.3%	\$7,009	\$5,892
Percent spent on teacher salaries*	64.4%	Up from 56.7%	63.3%	66.6%
Opportunities in the arts	Fair	Up from Poor	Good	Good
Parents attending conferences	97.9%	Up from 88.4%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Our mission is to provide a rich, nurturing environment that links the home, school, and community in the educational process. Our top priority is to improve our student achievement by continuing to implement an innovative instructional program that is standards-based and serves the specific needs of our children. We will also continue to implement effective writing strategies and problem-solving skills across the curriculum and hands-on instruction where applicable. Our faculty and staff members are also growing increasingly more committed to using technology to enhance learning experiences.

Our after-school tutorial programs and homework center were successful this year in accelerating academic growth for most of the students who participated in them. We also continued to collaborate with the Williamsburg County Vital Aging Board, which sponsored the Foster Grandparents Program, allowing senior citizens to volunteer on a daily basis and to provide more one-on-one assistance for our children in need.

Our Big Bucks Adventure Program, which is a component of our school-wide Character Education Program, was a huge success in its second year of implementation. Our children worked hard to display appropriate behaviors so that they could earn dollars to spend in the Big Bucks Adventure Room. The Williamsburg County Council and our PTA were very instrumental in helping us finance the program. We sincerely thank the Honorable W. B. Wilson, our area councilman, and Mrs. Verlene H. Nesmith, our PTA President, for their continuing support.

Our School Improvement Council, chaired by Rev. Carl Anderson, also worked hard to facilitate learning at our school this year. In April, the council sponsored our first "Dads' Night Out" program which was a success and the hopeful beginning of a very necessary mentoring program for our male students.

At Battery Park Elementary School, we believe that each child has the potential to achieve success. We are committed to professional growth for ourselves and to providing and maintaining a safe learning environment that nurtures our children and enables them to become productive members of society.

Rhonda L. Robinson
Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.